



TENNESSEE DEPARTMENT OF

EDUCATION

DIVISION OF CAREER AND TECHNICAL EDUCATION

Report Card Definitions

The CTE Report Card presents CTE program performance data annually. It is generated based on the student's "Home School" (or primary school, which is the school where a student is registered) not the "Service School" (the school where the class is housed).

The CTE Report Card includes two sections:

1. CTE Program Overview
2. Perkins IV Consolidated Annual Report Data

Course Enrollment Table

This table is a count of the total enrollment in Career and Technical Education (CTE) classes within a school year. Depending on the class schedule, a student may enroll in more than one CTE course during the same school year. Course enrollment is a duplicate count of students. (Please see **Student Enrollment**).

➤ **Average # Courses per Student**

This column presents the average number of CTE courses a high school student could take in a school year. This percentage is the result of dividing total CTE course enrollment by all 9-12 high school students.

Course Enrollment by Program Area Table

CTE courses enrollment is totaled by the following areas:

1. CTE Program Areas (seven)
2. Contextual Academics
3. Work-Based Learning
4. Middle Schools

Teachers by Program Area Table

This table is a duplicate count of the total number of CTE teachers. The table presents the total count of CTE teachers in each program area for all schools that provide any CTE course. Some teachers may teach in more than one program area or in more than one school.

Program of Study Table

This table displays the local system selection of Programs of Study and Special Programs of Study. During the spring of every academic year, each school system reports the Programs of Study and Special Programs of Study, which it plans to offer for the upcoming academic year.

Dual Credit and Dual Enrollment Table

This table presents the number of dual credit and dual enrollment courses provided, and the total number of students enrolled in both types of courses. The student enrollment is a duplicate count of students. The number of courses represents the count of different CTE courses not the number of classes. The percentage of dual enrollment students who earned postsecondary credit is also included.

➤ **Dual Credit**

A postsecondary course - or a high school course aligned to a postsecondary course - that is taught at the high school by high school faculty for high school credit. Students are able to receive postsecondary credit by successfully completing the course and passing the end-of-course assessment developed and/or recognized by the granting postsecondary institution. The institution will grant the credit upon enrollment of the student.

➤ **Dual Enrollment**

A postsecondary course, taught either at the postsecondary institution or at the high school, by the postsecondary faculty (may be credentialed adjunct faculty). Upon successful completion of the course, students earn postsecondary and secondary credit concurrently. The student must meet dual enrollment eligibility under the TBR and UT admission policies.

Student Enrollment by Grade Table

This table represents the number of CTE students by grade. A student is allowed to enroll in more than one CTE course in the same academic year. Regardless of how many CTE courses in which a student enrolls, based on federal definition, Student Enrollment can only count a student one time. (Refer to **Course Enrollment** for the difference.)

Student Organization Table

This table provides the numbers of students who are members in Career and Technical Student Organizations. Membership numbers of each CTSO are listed. A CTE student may join more than one CTSO in the same academic year. Starting with the 2008-2009 academic year, CTSO data have been provided by the National CTE Student Organizations.

Subgroup Disaggregation

The following five subgroups of Career and Technical Education 9th -12th grade students are compared by percentage with the corresponding high school students.

1. Gender
2. Ethnicity
3. Students with Disabilities
4. Economically Disadvantaged
5. Limited English Proficiency

Special Populations Definitions

- Students with Disabilities – “Students with Disabilities” means an individual with any disability (as defined in section 3 of the Americans with Disabilities ACT of 1990 (42 U.S.C. 12102) [sec. 3(14)] and IDEA “97”). According to federal definition, Gifted and Functionally Delayed groups of special education students in Tennessee were excluded from this report. The compared groups are all eligible special education students between the ages of 14-22.
- Economically Disadvantaged – “Economically Disadvantaged” means an individual from an economically disadvantaged family, including foster children. Those identified individuals are compared with Free or Reduced Lunch eligible students, grades 9th – 12th.
- Limited English Proficiency – “Individuals with limited English Proficiency” means an individual who has limited ability in speaking, reading, writing, or understanding the English language, and (a) whose native language is a language other than English, or (b) lives in a family or community environment in which a language other than English is the dominant language. The compared group is 9th - 12th grade ELL (English language learner) students.

Perkins IV (Perkins Consolidated Annual Report Data) Sections

The CTE program is authorized by the Carl D. Perkins IV Career and Technical Act of 2006, 20 U.S.C §§2301 et seq. as amended by P.L. 109-270 (Perkins IV). Tennessee must comply with the U.S. Department of Education (USDoE) Annual Performance Reporting requirements in addressing the progress the state is making in implementing the State Plan.

Perkins IV defines these reporting requirements based on the following definitions as part of the Act, within Section 113, Accountability:

1. State Performance Measures Section 113(b)(1)
2. Indicators of Performance – Secondary Section 113(b)(2)(A)
3. State Levels of Performance Section 113(b)(3)(A)
4. Local Levels of Performance Section 113(b)(4)

The Act also requires increased coordination with the Elementary and Secondary Education Act of 1965 (ESEA), last authorized in 2002 as the No Child Left Behind (NCLB) Act and the Workforce Investment Act (WIA).

The following are definitions specific to the State of Tennessee:

- **CTE Participants**
For the 2011-12 Report Card this includes Secondary students who have earned one (1) or more CTE credits.
- **CTE Concentrators**
For the 2011-12 Report Card this includes Secondary students who have earned three (3) or more credits in any CTE Program Area.
- **CTE Cohort Concentrators**
Any CTE Concentrator who is also in the cohort group of the year.
- **Nontraditional CTE Courses**
Any CTE course, which promotes employment in certain career fields, considered nontraditional for a particular student subgroup. The nontraditional fields for females are defined as those with less than 25% representing women in an occupation. The nontraditional fields for males are defined as those with less than 25% representing men in an occupation.
- **Nontraditional CTE Participants**
Any CTE participant, who is enrolled in any Nontraditional CTE Course, becomes a Nontraditional CTE Participant.
- **Underrepresented Gender Groups**
Underrepresented gender group refers to the group of female (or male) participants or concentrators who are in an identified male (or female) nontraditional CTE course.
- **Safe Harbor**
If a school system's baseline value is equal to or above the 90 percentile for code indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1 or 22.5 percentile for code indicators 6S1 and 6S2, the continuous improvement percentage increment is not required.

Core Indicator Tables

- **Baseline Value - 1S1, 1S2, and 4S1 (2005-2006); 2S1, 3S1, 5S1, 6S1, 6S2 (2006-2007)**
Baseline Value for each school system is based on the actual performance in the baseline year (2005-2006 for 1S1, 1S2, and 4S1 core indicators; and 2006-2007 for 2S1, 3S1, 5S1, 6S1, and 6S2 core indicators). A school system should use its actual performance level as the baseline value if the actual performance of the baseline year is below the state's baseline value. A school system should use the average of state baseline value and its actual

performance level if the actual performance is above or equal to the state baseline value.

- **1S1 Core Indicator: Academic Attainment – Reading/Language Arts**
Academic Attainment of Reading/Language Arts measures the number of CTE Concentrators who have met the **proficient** or **advanced** level on the statewide high school reading/language arts assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA).
- **1S2 Core Indicator: Academic Attainment – Mathematics**
Academic Attainment of Mathematics measures the number of CTE Concentrators who have met the **proficient** or **advanced** level on the statewide high school mathematics assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA).
- **2S1 Core Indicator: Technical Skill Attainment**
Technical Skill Attainment measures the number of CTE Concentrators who have achievement levels on those technical assessments which are aligned with industry-recognized standards, if available and appropriate.
- **3S1 Core Indicator: Secondary School Completion**
Secondary School Completion measures the number of CTE Concentrators who attain the following high school diploma or its recognized state equivalent:
 1. A secondary school diploma
 2. A GED credential or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities)
 3. A proficiency credential, certificate or degree, in conjunction with a secondary school diploma (if offered by the state)
- **4S1 Core Indicator: Student Graduation Rates**
The high school graduation rate (as described in Section 111(b)(2)(C)(vi) of the Elementary and Secondary Education Act, ESEA, of 1965) is the measurement approach used for this core indicator for the performance of CTE Concentrators. Federal benchmarks require that subgroups demonstrate required proficiency in Math, English and Writing Assessment.
- **5S1 Core Indicator: Secondary Placement**
Secondary Placement measures the number of graduated CTE Concentrators who were entered into postsecondary education or advanced training, in military service, or had employment in the second quarter following the academic year in which they graduated from secondary education.

➤ **6S1 Core Indicator: Nontraditional Participation**

Nontraditional Participation measures the number of CTE participants who are in CTE programs of study that lead to employment in nontraditional fields.

➤ **6S2 Core Indicator: Nontraditional Completion**

Nontraditional completion measures the number of CTE Concentrators who have completed CTE programs of study that lead to employment in nontraditional career fields.

Negotiated Performance Level

State Negotiated Performance levels are the percentage levels that Tennessee negotiates each year with the USDoE Office of Vocational and Adult Education. Tennessee provides baseline levels for each core indicator and is required to meet or exceed each negotiated level.

Each local school system has the same requirement to meet or exceed its own negotiated performance level. These percentages reflect the final agreed upon performance level percentage for each core indicator.

Core Indicator Measurement

➤ **1S1 - Academic Attainment – Reading/Language Arts**

- **Actual Numerator:** The count of CTE cohort concentrators in Gateway or end-of course English II and Writing tests having performance level of proficient or advanced.
- **Actual Denominator:** The count of CTE cohort concentrators who took Gateway or end-of course English II and Writing tests.

➤ **1S2 - Academic Attainment – Mathematics**

- **Actual Numerator:** The count of CTE cohort concentrators in Gateway or end-of course Algebra I test having performance level of proficient or advanced.
- **Actual Denominator:** The count of CTE cohort concentrators who took Gateway or end-of course Algebra I test.

➤ **2S1 - Technical Skill Attainment**

- **Actual Numerator:** The count of current school year CTE Concentrators who have > or =75% of Competencies Attained (CTE Rubric performance level of proficient or advanced) of the 3rd credit earned course in the concentrated CTE program area which has the industry-validated career and technical proficiency standards in the reporting year.
- **Actual Denominator:** The count of current school year CTE concentrators who became a concentrator in the reporting year.

- **3S1 - Secondary School Completion**
 - **Actual Numerator:** The count of CTE cohort concentrators who were included in the “cohort group” and who completed high school (with a completion certificate including regular diploma, special education diploma, GED, and high school diploma/certificates).
 - **Actual Denominator:** The count of CTE cohort concentrators who were included in the State’s computation of its graduation rate in the reporting year.

- **4S1 - Student Graduation Rates**
 - **Actual Numerator:** The count of CTE cohort concentrators who were included in the “cohort group” and who graduated on-time (four years plus a summer) with regular diploma (graduated after 8/16 and before 8/15) in the reporting year.
 - **Actual Denominator:** The count of CTE cohort concentrators who were included in the State’s computation of its graduation rate in the reporting year.

- **5S1 - Secondary Placement**
 - **Actual Numerator:** The count of prior year CTE cohort concentrators who graduated and who were entered into postsecondary education or advanced training, in military service, or had employment within one year of graduation.
 - **Actual Denominator:** The count of prior year CTE cohort concentrators who graduated in the same reporting year as numerator of 5S1.

- **6S1 - Nontraditional Participation**
 - **Actual Numerator:** The count of CTE participants from underrepresented gender groups who enrolled in a nontraditional CTE course that leads to employment in nontraditional fields in the reporting year.
 - **Actual Denominator:** The count of CTE participants who enrolled in a nontraditional CTE course that leads to employment in nontraditional fields in the reporting year.

- **6S2 - Nontraditional Completion**
 - **Actual Numerator:** The count of any Nontraditional Participant from an underrepresented gender group who became a concentrator in the reporting year.
 - **Actual Denominator:** The count of any Nontraditional Participant who became a concentrator in the reporting year.

Actual Performance Level

Percentage result of Actual Numerator divided by Actual Denominator.

Change (+ or -)

Difference between Actual Performance Level and Negotiated Performance Level.

Status

- **Meets Federal Requirements (based on the value of “Change”)**
 - **Yes:** equal to or greater than the federally required 90% of the Negotiated Performance Level
 - **No:** less than the federally required 90% of the Negotiated Performance Level
- **Improving Status**
 - **Yes:** the Actual Performance Level of this year is equal to or greater than the previous year’s Actual Performance Level
 - **No:** the Actual Performance Level of this year is less than the previous year’s Actual Performance Level
- **Meets or Exceeds the Agreed Upon Performance Level**
 - **Yes:** the system has the same or greater incremental increase than that which the state negotiates with OVAE. That is, Change = or > 0
 - **No:** the system has a less incremental increase than that which the state negotiates with OVAE. That is, Change < 0